



# **Functional Independence**

## **English Language Arts**

**Official Released Items**

# **Grade 4**

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**Fall 2006**  
**Official Released Items**

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*The Grade 4 Functional Independence English Language Arts Assessment* was administered for the first time in Fall 2006. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2006 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2006 Grade 4 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

**Functional Independence - English Language Arts**

<b>Assessment Component</b>	<b>Number of Core Items</b>	<b>Number of Released Items</b>
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

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**PART 1**

**ACCESSING PRINT - WORD RECOGNITION**

**DIRECTIONS:** Read each sentence. Then, choose the word that belongs in the sentence.

**R1** Mike's favorite \_\_\_\_\_ is blue. His sister likes red better.

**A** name

**B** color

**C** month

**R2** It is time to go to bed. Mel turns \_\_\_\_\_ the lights.

**A** off

**B** over

**C** back

**R3** Terry helps around the house. He \_\_\_\_\_ his room every week.

**A** plays

**B** drinks

**C** cleans

**R4** It is very \_\_\_\_\_ outside. Kim will need a coat.

**A** cold

**B** head

**C** snow



**Do Not Continue.**



**Do not continue until instructed to do so.**

## **PART 2**

### **ACCESSING PRINT - TEXT COMPREHENSION**

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

## Released Passage

### Working Together

Lee woke up when his puppy jumped up on his bed.

"I guess it's time for your walk," said Lee. The puppy wagged its tail. Lee laughed.

"Okay, let's go. I've got lots of other chores I need to do around the house today," said Lee.

Lee got dressed. Then, he hooked the leash on the puppy's collar. Lee and the puppy walked into the kitchen.

"Where are you going?" asked Lee's brother.

"We're going for a walk," Lee replied.

Lee's brother said Lee did not have time to walk the dog. The two boys had too much work to do.

Lee's sister, Kim, walked into the kitchen. She had heard the boys talking, and she knew the dog needed to go out.

"I can walk the dog," she said. Lee smiled and thanked her as he handed her the leash.

Lee and his brother went outside to the garden. First, they pulled weeds. Second, Lee turned on the hose. He watered all of the plants in the garden. Then, he and his brother threw away the weeds they had pulled.

After finishing their chores, the boys went inside. Lee saw that Kim had filled the puppy's water dish. She had also fed the puppy. Lee went into the living room. His sister was curled up on the sofa sleeping. The puppy was curled up beside her. Everyone had worked together, and now it was time to rest. Lee sat down on his favorite chair to read a book.





- R5** What is Lee's problem in this story?
- A** He needs to walk the dog, but he doesn't have time.
  - B** He has a lot of homework to do, and he is tired.
  - C** He has to take his sister to the store, but he is busy.

- R6** The author **probably** wrote this story to
- A** teach about how to care for a puppy.
  - B** make readers laugh about a funny story.
  - C** tell readers about a family working together.

- R7** Where does this story **probably** take place?
- A** at Lee's house
  - B** at the pet store
  - C** in Kim's bedroom

**R8** What does the word chores mean in this story?

- A** homework
- B** jobs
- C** walks

**R9** In this story, what did Lee do **after** he finished his chores?

- A** He sat down and read a book.
- B** He cleaned the yard and watered the plants.
- C** He fed and walked the dog again.

**R10** What does Lee do **last** in this story?

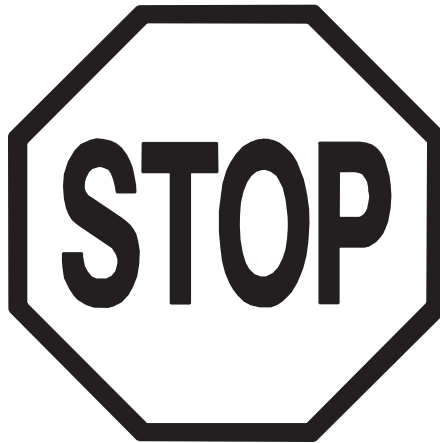
- A** He takes his dog for a walk.
- B** He rests in the living room.
- C** He pulls weeds with his brother.

**R11** What is the message in this story?

- A** Lee does not like to work.
- B** Lee must take care of his dog.
- C** Lee's family works together.



**Do Not Continue.**



**Do not continue until instructed to do so.**



## **PART 3**

### **EXPRESSING IDEAS**

**DIRECTIONS:** Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

**R12 Released Prompt:** Tell about a place you would like to visit and why. Be sure to include details and examples in your response.

### CHECKLIST

**DIRECTIONS:** Use this checklist as you review and proofread your response to the prompt.

- \_\_\_\_\_ Did I answer each part of the prompt?
- \_\_\_\_\_ Did I support my ideas with details?
- \_\_\_\_\_ Did I organize my ideas and details clearly?
- \_\_\_\_\_ Did I review my response one more time to make sure it is just the way I want it?
- \_\_\_\_\_ Did I put my response on the student answer document?



**Do Not Continue.**



## Scoring Rubric – Grades 3-8 and 11

	<b>Writing</b>	<b>Drawing</b>
<b>4</b>	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
<b>3</b>	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
<b>2</b>	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
<b>1</b>	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

**Not ratable if:**

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the *fall* of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 4 assessment will measure Grade 3 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **[www.mi.gov/mi-access](http://www.mi.gov/mi-access)**.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		<b>ACCESSING PRINT</b>	
		<b>PART 1 - WORD RECOGNITION</b>	
R1	R.WS.03.EG05	Recognize frequently encountered words	B
R2	R.WS.03.EG05	Recognize frequently encountered words	A
R3	R.WS.03.EG05	Recognize frequently encountered words	C
R4	R.WS.03.EG05	Recognize frequently encountered words	A
		<b>PART 2 - TEXT COMPREHENSION</b>	
		<b>Narrative Passage</b>	
R5	R.NT.03.EG02	Identify story elements	A
R6	R.NT.03.EG04	Identify author's purpose - narrative	C
R7	R.NT.03.EG02	Identify story elements	A
R8	R.WS.03.EG08	Use context clues	B
R9	R.NT.03.EG02	Identify story elements	A
R10	R.NT.03.EG02	Identify story elements	B
R11	R.NT.03.EG02	Identify story elements	C
		<b>EXPRESSING IDEAS</b>	Score Points Possible
R12	W.GN.03.EG01	Write/draw personal narrative	4





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